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THE MOTIVATION AND EVALUATION OF
ELEMENTARY SCHOOL
CITIZENSHIP

by

4116

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CHAPTER I

INTRODUCTION

Importance of the Problem

A study of the motivation and evaluation of elementary school citizenship is timely. At no time in the world's history has there been such an urgent demand for mass production of world citizenship. Dr. McNutt says ". . . a peaceful future is dependent in a large measure on this mass production!"¹ Until recently the objectives were mainly scholastic. Now character education is becoming prominent among the aims of education. Citizenship is one aspect of this. However, world citizenship has been almost completely neglected. According to Dunn and Harris:

Those who believe themselves educated have little advantage over their illiterate brothers, because their learning did not teach them to think. They fail to see the relationships that exist among the people of the world. The chief task is to cultivate an habitual attitude of mind toward one's civic relations and responsibilities.²

Schneideman observes:

The training of character is by far the most important of the educative responsibilities. "The true test of civilization is not the census, nor the size of cities, nor the crops--no, but the kind of man the country turns out."³

Friedrick asserts that "the foundation of world citizenship

1. F. H. McNutt, "World Citizenship--Today's Problems, Tomorrow's Reality." Childhood Education, 20:10-13, September-May, 1943-44.

2. A. W. Dunn and Margaret Harris, Citizenship in School and Out. New York: D. C. Heath and Co., 1919. p. 140.

3. Rose Schneideman, The Character of an Individual in a Democratic Society. New York: Harper and Brothers, 1945. pp. 57-143.

is laid by those who guide and direct children between two and six."⁴
 There the attitudes toward sharing, cooperating, and self-discipline
 begin. Friedrich further states:

The new democratic outlook stresses ethics as the central task of education, because we have come to realize that character comes first. A great American thinker, deeply conscious of the importance of learning through doing and living, Henry David Thoreau, has put the point superbly: "How can we expect a harvest of thought from one who has not had a seed time of character."⁵

The National Elementary Principals say:

Personal competence is vitally important in a democracy. Personal competence without social and civic responsibility in a complex, interdependent social setting is likely to result in jungle society ruled by tooth and claw. . . . Social conscience and competence must become distinct objectives of the school and must be recognized as such by all.⁶

A social conscience and a developed social intelligence are urgently needed. These are most important for success outside the school. The ability to understand human nature and to know how to deal with men is to be preferred to a knowledge of abstract ideas. If parents and teachers understood human nature in training children, many of the regressions in the next generation could be avoided.⁷ According to Dunn and Harris, "the importance of the problem appears even greater when we think of the vast number who never attend school more than four or five years."⁸

4. Carl Friedrich, "Childhood Education and World Citizenship." Childhood Education, 20:391, May, 1944.

5. Ibid., p. 392.

6. National Education Association, Paths to Better Schools. Twenty-third Yearbook of the National Elementary Principals. Washington, D. C.: 1945. pp. 108-109.

7. W. A. Saucier, Introduction to Modern Views of Education. New York: Ginn, 1937.

8. Dunn and Harris, loc. cit.

It is important that a foundation of world citizenship be laid early. At all times the young citizen is developing an habitual attitude of mind toward his civic relations--with or without guidance.⁹ The school has a large responsibility for getting the young citizens started right. Civic education, to be effective, must not only be continuous and persistent throughout these years, but must also use every opportunity to give the child, during his short school life, selected experiences in democratic living.¹⁰

Graham says:

Typical teaching procedures, even though employed by superior teachers, do virtually nothing to develop democratic attitudes. There is experimental evidence to support the conclusion that superior teachers, using democratic procedures, have a measure of success in establishing democratic attitudes.¹¹

The child learns by doing, and habits are formed by practice. Saucier states ". . . modern psychology has shown that the way the child lives determines the way the adult lives."¹² He should see the inevitable relationship of his experiences. From babyhood he should be taught to see the relation of his own past deeds to his present condition.¹³ Show him that tensions in life must be experienced, and that his reactions to them will determine his degree of success in building a victorious personality.

The forming of civic traits and habits should be the principal

9. Mary C. Schute, "Come Let Us Live with Our Children." Childhood Education, 19:387, May, 1943.

10. Dunn and Harris, op. cit., Introduction, p. xiii.

11. A. W. Graham, "Do Teachers Who Use Democratic Methods Develop Democratic Attitudes?" Elementary School Journal, 47:24, September, 1946.

12. Saucier, loc. cit.

13. Schute, loc. cit.

aim in the elementary grades, and especially in the primary grades. Dr. McNutt says, ". . . The larger patterns of world citizenship are built on the smaller ones of school living."¹⁴ A carefully planned and efficiently operated system of education can produce this desirable world citizenship.

Progress in developing superior citizenship is hindered by the vagueness in which our conception of citizenship is apt to lose itself when we stop limiting it to political affairs. The variety of relationships and activities becomes a source of confusion in our thinking when we attack the problem of education. We can simplify the problem by classifying the situations in life which have a civic bearing. In what situations do people have an opportunity to make contributions to the successful life of a democracy? In answer, consider five fields of citizenship--the home, work, recreation, social intercourse, and organized community life.¹⁵

The greatest hindrance to progress in these fields is the lack of well-formulated goals. Definite devices and techniques are yet to be devised and developed. There is great need for accurate measuring devices. Certain elements must be measured and relied upon to furnish immediate incentives for constant practice in order to achieve success and progress toward a goal. Kilpatrick says: ". . . the learner must know whether he is succeeding or failing."¹⁶

¹⁴. McNutt, op. cit., p. 12.

¹⁵. Dunn and Harris, op. cit., pp. 4-5.

¹⁶. R. W. Hatch, "Introduction," by William H. Kilpatrick, Training in Citizenship. New York: Scribner's, Charles Sons, 1926.

Statement of the Problem

The subject of this thesis is "The Motivation and Evaluation of Elementary School Citizenship." Analysis of this general statement indicates that answers to the following specific questions must be found:

1. What is superior elementary school citizenship?
2. How should one motivate progress toward superior school citizenship?
3. How does one measure progress toward goals of citizenship?

Delimitations of the Problem

a. This study is confined to the elementary school grades one through six.

b. Definitions

1. Motivation: Prompting; or stimulating active interest in some study through appeal to associated interests or by special devices.

2. Evaluation: "The use of some measuring device to mark progress or regression with respect to a goal."¹⁷

3. Citizenship: A good citizen in the schoolroom, on the playground, on the street, in his home or in the home of someone else, or in strange surroundings freed from safeguards in the form of friends and social standards, is the one who sees what should be done to bring the greatest good to the most people, who can do it, who wishes to do it, who will do it, and who having done it will judge the results as

¹⁷ F. H. McNutt, Evaluation and Improvement of Instruction in the Content Subjects. Unpublished lecture given to graduate students in Education 561 at Woman's College of the University of North Carolina, Greensboro, North Carolina, Fall of 1947.

impartially and constructively as possible.¹⁸

c. Since this study is confined to establishing positive goals and measuring progress toward them, negative items, such as punitive discipline, etc., remain outside the study.

Method

This study is essentially a normative survey, a search for superior democratic school situations, for increasing or decreasing prominence of concepts related to citizenship, for positive motivation by rating scales and other measuring devices.

This makes necessary:

- (a) Assembling and evaluating of the common fundamentals.
- (b) Construction of an appropriate measuring device, using selected items from available sources, and supplementing these by new ones if needed.

(c) Assembling and evaluating for use the objectives of citizenship and the appropriate motivation.

Survey of the Literature

To avoid duplicating previous work, to clear the problem, and to find related studies, the following indexes were carefully checked:

1. Thomas R. Palfrey and Henry E. Colerman, Guides to Bibliographies and Theses in United States and Canada. Second Edition. Chicago: American Library Association, 1940. 54 pp.

2. United States Library of Congress, Catalogue Division, List of American Doctoral Dissertations. Washington: Government Printing

¹⁸. North Carolina State Course of Study, 1930. Education Publication No. 154. p. 429.

Office, 1913-1933.

3. Doctoral Dissertations Accepted by American Universities.
New York: H. W. Wilson Company, 1933-34, 1943.

4. United States Office of Education, Library, Bibliography of Research Studies in Education, 1923-24 To Date. Washington: Government Printing Office, 1929-1940.

5. Carter Victor Good, Editor, Doctor's Thesis under Way in Education, in the Journal of Education Research, 1931-1944.

6. Ruth A. Gray, Editor, Doctor's Theses in Education: A list of 797 theses deposited with the Office of Education and available for loan. United States Office of Education, Pamphlet No. 60. Washington: Government Printing Office, 1933. 69 pp.

7. Walter Scott Monroe, Ten Years of Educational Research, 1918-27. University of Illinois, Bureau of Educational Research, Bulletin No. 42, August, 1928. 377 pp.

8. Columbia University, Teachers College, Register of Doctoral Dissertations Accepted in Partial Fulfillment of the Requirements for Degrees of Doctor of Philosophy, Vol. 1. New York: Teachers College, 1937. 136 pp.

Related Studies

A survey of the literature checked revealed many studies relating to character education. None was found, however, which duplicated this study--"Motivation and Evaluation of Elementary School Citizenship."

CHAPTER II

SUPERIOR SCHOOL LIVING

General School Atmosphere

School Organization

The school atmosphere is characterized by a spirit of high adventure. It is saturated with rich life, a life of service. Every possible chance is given to everyone to develop his native capacities. The prevailing spirit is that of wholesome fellowship and mutual interests.¹ The administrator is a man of superior competence. He has a firm belief in the democratic processes and confidence in his own power. He maintains respect for the principals' and teachers' abilities in policy formation, which results not only in improvement of education policies but also in prompt response and understanding when these policies are put into effect.² The faculty morale is high in this organization, which provides for a genuinely representative body to share in policy-making. Open channels of communication between representatives and those who choose them are kept open. There is a reciprocal exchange of ideas between administration officials and the representative body. The knowledge and skills of experts are sought and used properly. Assignment of executive responsibilities is made on the basis of compe-

1. E. T. Lies, How You Can Make Democracy Work. New York: New York Associated Press, 1942. pp. 43-52.

2. Educational Policies Commission of the National Educational Association, "Administration," Learning the Ways of Democracy. Washington, D. C.: The Association, 1940. pp. 331-379.

tence. Students, as well as adults, are permitted to participate in this policy-making, up to the limit of their abilities. The Educational Policy Commission states:

It is true, of course, that the ultimate source of authority for school policies is outside the school itself, namely, in the public which maintains and supports the schools. But it is a denial of faith in both education and democracy to conclude that this imposes a necessary limitation upon the school as an agency for democratic education.³

The reactions of teachers, principals, superintendents, parents, and pupils to one another should contain the essence of the spirit of respect for personality. All these relationships reflect the spiritual values in the persons involved, and influence everyone. According to Brubacker, "Unless personality is respected in all of the relationships that make up a school system, it can't fully operate as between teacher and pupil."⁴

Principal-Teacher Relationship

There is a sympathetic understanding between teachers and principal. Leadership belongs to all. The major responsibilities of the school are shared by staff members; but leaders are discovered, not selected. In the formation, as well as in the development, all plans and projects of the school are the concern of each staff member. Each adds his knowledge and helps in gathering and using all available information about a child. Materials of the school belong to everyone and are made available to all when needed. Peculiar talents and special

3. Ibid., p. 33.

4. John S. Brubacker, "Values Essential to an Acceptable Civilization," Public Schools and Spiritual Values. Seventh Yearbook of the John Dewey Society. New York: Harper and Brothers, 1944. pp. 111-112.

contributions of each teacher and other members on the staff belong to all the children and even to the adults in the community.⁵

Patron Relationship

The teacher, by virtue of her position secured by her previous training and experience, is an authority on many educational problems. She has a task which society has assigned to her. She is respected by both young and old in the community. As she makes personal contacts, their sense of common interest broadens. Teacher and parent realize more fully the interdependence of each upon the other. As the home alone is helpless and inadequate in its training of the children, so is the school. With the development of the whole child as the center of interest, the home and the school unite in the spirit of teamwork. Each realizes that the child is sensitive and receives his "drives" from the atmosphere in both, and that the home and school supplement each other. They realize also that it is more important to produce in the child a keen desire for intellectual growth than to make full provision for growth.⁶

Community Relationship

The home and school, in a spirit of sympathetic understanding, step out into the larger field--the community--where each continues to learn by participation in the ever-widening circle of community affairs. Their experiment in democracy--which is only in its adolescence stage--⁷

5. Elizabeth Guilfoile, "Human Values Take Priority." Educational Leadership, 5:363, March, 1948.

6. W. A. Saucier, Introduction to Modern Views of Education. New York: Ginn, 1937.

7. Lies, loc. cit.

is growing. Here the interests of the home and school merge in such activities as:

1. Beautification of the school grounds
2. Social agencies for the needy
3. Community recreational program
4. Exhibits at school
5. Community health
6. Special excursions in the community

There is a continuity between the life within and the life outside of school.⁸ This integration with real-life situations is abundant. The whole school personnel believes in social progress. They possess the democratic spirit which, according to Dewey, "is an intelligent acceptance of change and a keen regard for human interest."⁹ Each is active in the cooperative efforts of school and community. They are response models practicing the true spirit of democracy and fostering it in school and its environs.¹⁰ They are world-minded and place emphasis upon humanity. Through their projected insight and long-term persistent planning, they are continuously leading the various groups to which they belong to a higher level of social growth.

They fully realize that the school is only one educational agency of the community. They seek democratically to direct all constructively organized groups to the end that the standards of each

8. Laura Zirbes, "Modern Settings for Learning." Educational Leadership, 5:353, March, 1948.

9. Saucier, op. cit., p. 50.

10. L. Kaplan, "New Horizons in Teacher-Community Relationships." Journal Educational Sociology, 21:417-27, March, 1948.

are ever being raised and their educational values enhanced.

The school-personnel, parent, student, and community relationships are characterized by a high degree of mutual respect and regard for the rights of others and by democratic, cooperative planning, sharing, and doing. They are practicing what Francis Bacon expressed thus: "We shall perhaps at last learn the noblest lesson of all, that man must not fight man, but must make war only on the obstacles that nature offers to the triumph of man."¹¹

Pupil Participation in School Government

The school is a little community within itself. There the student body experiences, in a functional setting, under wise guidance,¹² situations similar to those which exist in the community at large. Each member participates according to his age, maturity, and experience in the real work of his own community, the school. Each is allowed to learn by success and by failure.

The school personnel is open-minded, enthusiastic, energetic, patient, tolerant of youth's attempts, and willing to bear with youth's mistakes. Under a form of school government that is acceptable to both students and faculty, the students share the real work of the school. Otto says, ". . . Pupil participation in school management is the purposeful and aggressive assistance of children in solving the problems of group-living in the school environment."¹³

11. Ibid., p. 427.

12. H. J. Otto and others, Co-Curricular Activities in the Elementary Schools. New York: D. Appleton-Century Co., 1937. pp. 275-310.

13. Ibid., p. 276.

The beginning of pupil participation in the first grade is limited to a few "things we agree to do." As the next grade level is reached, a few simple tasks have been agreed upon. The organization is simple. The emphasis is centered on the homeroom activities. The participation is a matter of gradual growth from very simple beginnings at first grade level to more complex responsibilities. In school government, all children of different grade levels can enter into the purpose; spirit; fundamental approach; and, with minor changes, even the organization. Each class sets up its criteria for the selection of officers. Each enters the organization by agreeing to live up to the contract.¹⁴

Things Students May Do

The following check list of responsibilities and tasks for school government was suggested by the Seminar.¹⁵ Perhaps no school would undertake all the activities listed. The range of activities is broad, from mere routine to real executive responsibility. These pupil activities can be adapted to any school level.

1. Building and Grounds Committee

Conduct drives for

School-ground landscaping or beautification
Maintaining attractiveness of grounds
Maintaining cleanliness of grounds

Plan and execute

Creation of "beauty spots" in entrance hall or at other dramatic points (to give "tone")

14. Unprinted Seminar report, Pupil Participation in Elementary School Government. Made by Education 690, School Organization and Administration, Woman's College of the University of North Carolina, Greensboro, North Carolina, Summer, 1944.

15. Ibid., p. 15-21.

Draw up rules for care of

- Clothing
- Books

Keep attractive and in order

- Bulletin boards
- Display cabinets
- Storage cabinets

Wash and scrub

- Blackboards
- Walls
- Windows
- Floors

Care for

- Visual aid equipment
- Plants in corridors
- Shubbery
- Flowers
- Incinerators

Attend to

- Ventilation
- School clock

Make regular inspection of

- Desks
- Lockers
- Toilets
- Textbooks
- Library books
- Stage properties (flags, scenery)

Organize, equip, and maintain on regular duty

- Paint and touch-up squad (sandpaper, stain, etc.)
- Window-pane squad
- Construction squad (shelves, bookcases, etc.)

2. Traffic and Safety Committee

(Using Boys and Girls)

Plan and manage

Traffic

- in corridors
- on stairways
- at entrances
- in cafeteria

Fire drills

Ushering for assemblies and other public occasions

Plan and supervise

Traffic at street and highway crossings

Bicycle-parking

Parking of cars at public occasions

Organize and supervise

School bus monitors

Supervise

Conduct in the cafeteria

Equip, staff, and operate

A first aid room (post schedule, keys, supplies)

Arrange and preside at talks on

Fire prevention (posters)

Safety (Red Cross check lists)

Make regular inspection of

Playground apparatus

Septic tank overflow

Outside trash cans

Playground drainage outlets

Care for

The school flag

3. Health and Recreation Committee

Plan and conduct campaigns on (talks, assemblies, posters, and contests)

- Good diet
- Posture
- Cleanliness
- Care of teeth
- Medical inspection
- Vaccination
- Remedy for identified health deficiencies
- Cafeteria table manners

Organize and supervise

- Care of playground equipment (inventory, issue, athletic equipment)
- Score-keeping at games
- Help at school clinics (pre-school, etc.; selection of right foods in cafeteria)

Plan and manage

- Home (or inter-school) play day
- Afternoon of games
- Field day
- Hobby show
- Stunt night
- School circus
- Pet show
- Hallowe'en carnival
- Harvest festival
- May Day celebration
- Community sing

4. Citizenship Committee

Plan and conduct campaigns for (talks, assemblies, posters, contests)

- Courtesy
- Honesty
- Thrift
- Tolerance
- Patriotism
- Sportsmanship
- Orderly assemblies
- Orderly corridors

Devise and execute ways and means of raising money for

- Room pictures
- Library books
- Playground equipment

Plan and supervise

Assembly programs
Honor study halls
Elections

Plan and operate

Lost and found department
Book exchange (use textbooks)
Suggestion box (for general improvement)

Encourage (by propaganda, contests)

Contests (such as birdhouse-building)
Nature study (Audubon Clubs)
"Kind Deeds" by rooms, weekly
Songs
Slogans
Pledges
Yells

Conduct group study of clinic (forum style) on school problems or issues of morale

5. Public Relations Committee

Acquaint incoming pupils with the school.

Welcome strangers.

Write letters to patrons.

Send birthday greetings.

Arrange "good-will" visits to other schools.

Organize cooperation with community groups (Red Cross, Community Chest).

Plan and execute a visitation program for parents and friends.

Invite experts from specialized fields for talks to student groups.

Prepare a roster of persons in the community, who, through interest or experience, could contribute to enrichment of the school's program.

Plan and conduct publicity programs, such as "Know Your School," "Know Your Community."

Publish a school newspaper.

Publish a school annual.

Report school events for the local press.

Devise ways and means of interpreting the student council to the school.

Serve as advisory (liaison) group between pupils and administration.

Organize exchange of pupils with other schools for a day or several days
(to bring back ideas for improvement, pupil participation, etc.)

6. Personal Relations Committee

Hear and consider all matters of offense to the morale of the school,
and endeavor to effect improvement through personal, private
interview--preferably of friend with friend.

In event of failure through private interview, administer reprimand be-
fore committee as a whole.

In the event of continued failure, bring offense to the attention of
the administration.

7. Service (Teachers' Aid) Committee

Keep calendar of school events.

Answer the telephone.

Post attendance records.

Type and take dictation.

Operate the mimeograph.

Meet the mailman.

Sell postage.

Run errands.

Take messages.

Ring the bell.

Help with younger groups on the playground.

Manage play periods for younger groups indoors, under supervision.

Teach special subjects to younger groups, under supervision.

Coach junior teams.

Officiate at intra-mural games.

Help at charging desk in library.

Conduct story hours in library.

Hear oral book reports.

Teach manual arts (in school shop: use of tools, crafts, model airplanes)
to average elementary groups.

Organizations in School

The following represents a suggested list of clubs to be organized under teacher guidance when the need arises.

1. Dramatics
2. Debating
3. Choir
4. Athletic Association (both boys and girls)
5. School newspaper

Things Students May Not Do

Very few schools grant "judicial" power to pupils except in limited degree. And it has become widely recognized that the administrative authorities of the school, by virtue of the fact that they are legally responsible to society for the school's operation, must and should hold ultimate veto power over any and all decisions of pupil government. . . . The elective, legislative, and executive powers of government are widely exercised under many plans of pupil participation. . . . but always with the tacit understanding that the ultimate authority does actually rest with the school's administration.¹⁶

Classroom

The classroom is a little organized unit within itself. The officers are elected, and their duration of service is determined by

¹⁶. Ibid., p. 22.

the maturity of the group and their present needs. Beyond the second grade, the following could be effective:

President

Presides at weekly meetings
Takes over when the teacher has to be out of room

Vice-president

Gets up special programs for room
Assists president

Secretary

Keeps records

Treasurer

Collects money for special parties, etc.

Committees are appointed weekly

1. Program--5 to 10 minutes daily
2. Housekeeping
3. Library
4. Hall monitors
5. Playground
6. Cafeteria

The Superior Situation

This exists when the group (including the teacher) of its own initiative and for its own purposes, explores an educationally worthwhile area, and in so doing consults sources, divides labor, shares experiences, evaluates, isolates important items for over-learning, drills and tests itself, and leaves a worthwhile written record.¹⁷

The teacher develops wholesome ambitions, inspirations, aspirations, enthusiasms, insight, and sympathies. For the proper development and use of these a close contact with a competent individual is

¹⁷ F. H. McNutt, Evaluation and Improvement of Instruction in the Content Subjects. Unpublished lecture given to graduate students in Education 561 at Woman's College of the University of North Carolina, Greensboro, North Carolina, 1947.

necessary. These cannot be gained from a textbook.¹⁸

The pupils and the teacher help to plan the school work, decide what is important to do, and organize to get it done effectively. They read various books and freely exchange ideas. They learn to discuss matters of common interest with classmates and the teachers. The pupils move about freely and live as individuals would in any democratic and self-regulating group situation. Teachers exercise their authority only when the situation requires it. The pupils take responsibility for themselves and are helped to learn to do so. They help in determining the regulations and procedures. They learn to evaluate good and poor living procedures in terms of consequences to all.¹⁹

This process of democratic education . . . teaches through experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting. The emphasis here is on the words "through experience" for that is the only means whereby the lesson of responsibility can be learned. The responsibilities with which we are chiefly concerned are those which are willingly assumed by the person who knows that he and his fellows cannot long enjoy freedom unless they give heed to the duties which freedom exacts.²⁰

Traits

What are the characteristics of the person who successfully lives the democratic way of life? According to Dr. W. Theo Dalton, Dr. Eugenia Hunter, Dr. F. H. McNutt and Miss Ruth Fitzgerald, members of the faculty of Woman's College of the University of North Carolina, Greensboro, North Carolina, the following list represents the essential traits for

18. H. C. McKnown, Extra-Curricular Activities. New York: Mac-Millan and Co., 1939. pp.

19. Brubacker, op. cit., Chapter X.

20. Educational Policies Commission, op. cit., pp. 180-181.

successful living in a democracy. These traits are not isolated; they merge one into another and contribute to the whole person; but, for the sake of discussion, they have been isolated.

1. Authority from within himself. "It is only when the individual has an internal authority upon which he can depend that he is able to be free of anti-democratic external authority."²¹

- a. Reason determines much for him. He is susceptible to reason.
- b. Conscience is well developed. He is refrained and constrained by it.
- c. A sense of duty is closely related to conscience. Duty looms large in his thinking and often compels him to do what seems right to him.

2. Respect for others.

- a. He is generous in the expenditure of time, effort, and money for others, without thought of return.
- b. He freely cooperates, suppresses individualistic impulses, and follows leadership in fields where he is not pre-eminent.
- c. He tolerates (within limits) ways, points of view, and beliefs that differ from his own. He has the ability to give and take, to respect conflicting opinions and personalities, and to respect the right of the minority.
- d. He sympathizes with fellow associates in their grief, affliction, misfortunes, and adversity.

²¹. Nevitt Sanford, "Dominance Versus Autocracy in the Democratic Character." Childhood Education, 23:109.

- e. He is courteous and thoughtful of the feelings of others.
- f. He is loyal to the method of democratic life with free play of intelligence. Intelligence consists of a special way of acting. It is acting with foreseen ends in view, with understanding, with insight, with purpose. To act intelligently involves grasping the situation as a whole--past, present, and future--and weighing carefully all the significant elements.²² He believes in democracy so thoroughly that he is willing not only to live it but to fight for it. Jacks says, "Society's existence comes to depend less on willingness to fight for it and more on willingness to work for it."²³

3. Qualities of his personal living.

- a. He has self-respect. He understands himself. He has found a place for himself in his home life, his school, and all aspects of community living. He has a sense of belonging--security--and an urge to contribute.
- b. He has self-control. His behavior is governed by internal restraint rather than external force. Self-restraint is learned through much practice in restraining the compulsion of the moment in the light of a pursuit of a worthy goal set up. "The result is a compulsion of intellect, not of emotion."²⁴ "Enlightened self-control

22. Saucier, op. cit., p. 84.

23. L. P. Jacks, Constructive Citizenship. p. 275.

24. F. H. McNutt, "World Citizenship--Today's Problems, Tomorrow's Reality." Childhood Education, 20:10-13, September-May, 1943-44.

is a high standard, the highest the race has known."²⁵

- c. He exhibits integrity in overt behavior and integrity of thought and choice. The truly democratic person is honest in thought as well as in deed. He recognizes and condemns evil, but he does not condemn persons. He does not knowingly harm others by expression or action.
- d. He has independence, initiative, resourcefulness, and originality. Through much participation in daily affairs he learns to solve his own problems, create new methods of attack, and bring originality to bear on the problem.
- e. He cooperates readily and intelligently with others toward the realization of a common worthy goal.
- f. He is temperate in the care of his health, and habitually exercises moderation in the indulgence of the appetites and passions. He has learned how to apply the knowledge of good health habits to his own daily living. His life is well-balanced through choice of amusements, recreation, and stimulating work.
- g. He shows discrimination. This term is used to designate such diverse qualities as self-evaluation, objectivity in judging other persons, and the broad habit of using evaluative criteria, practices, and consequences.

25. J. A. Hockett and others, "Making Discipline Educative," Modern Practices in the Elementary School. New York: Ginn. p. 207.

A democratic person has learned to evaluate his own thoughts and deeds in the light of the consequences to others; because of this fact he is able to cooperate with others in an evaluation of group processes.

- h. He has a sense of humor and proportion. He sees likenesses and differences with a special delight in the incongruous. The democratic person enjoys a hearty laugh with others. Laughter, and the ability to see the "funny side of life," serve as an "escape valve." A good sense of humor means an ability to laugh at one's own ridiculous actions and mistakes as well as those of others.
- i. He is dependable and reliable. These words are used to characterize especially the ability to keep a contract. He feels that an obligation, when assumed, must be met with courage, promptness, and orderliness.
- j. He has courage--"moral courage"--to choose that which is right rather than the thing which one desires especially at the moment. "The coward dies many times, the brave man but once."²⁶
- k. He has perseverance. He has the ability constantly and steadfastly to pursue pre-determined objectives. For the democratic person, the goal is far bigger than himself.
- l. He bases action on truth. Critical thinking leads to a knowledge of facts.

26. F. H. McNutt, Character Education. An unpublished lecture given to graduate students in Education 692 at Woman's College of the University of North Carolina, Greensboro, North Carolina, 1946.

m. He is efficient in his work. He recognizes the value of a worthwhile job done well; and, having once started a worthy task, he sees it through.

CHAPTER III

MOTIVATING PROGRESS TOWARD SUPERIOR

SCHOOL CITIZENSHIP

Motivation through Administration Planning

An administrator wishing to launch a superior program in elementary school citizenship would first select teachers who shared his ideas about the new objectives in education. One or two on the faculty with adverse opinions could wreck the whole program. The philosophy should be cooperatively developed. Much pre-planning among faculty members should be done. Every detail should be thoroughly planned and understood by all. Character development is not achieved by any one device or a series of them. According to Macarthur:

We think the chief difference lies in the spirit of everything that is done, in the attitude teachers and other workers have toward the doing, in a sincere belief on the part of everyone in the inherent value of every individual child, and of each one's right to as full and rich a life as he is capable of enjoying, here and now.¹

Jones observes:

The ability required of the teacher who is to succeed in character and citizenship education seems rarer than that required in the more conventional academic education and consequently such ability must be more consciously sought and skilfully trained.²

1. Macarthur School Ethic Committee, "Teachers Evaluate the Educational Climate," Spiritual Values in the Elementary School. Twenty-sixth Yearbook of the National Educational Association, Department of National Elementary Principals. Washington, D. C.: National Education Association, 1947. p. 215.

2. Vernon Jones, Character and Citizenship Training in the Public School. Chicago: University of Chicago Press, 1936. pp. 189-190.

Secondly, he would reorganize the school.

It would be advisable to have all the teachers of the school cooperate in it, each teacher working at that aspect of the task in which he or she exercised the greatest pupil leadership. All the work in civics, citizenship, and character would be integrated into a single set of objectives and all the curricular and extra-curricular activities of the school enlisted to achieve these objectives. The health program, the diagnostic and guidance work, the athletic and social-life program, the music and art activities, together with the work in the regular academic subjects--all these will be planned and organized, from the lowest grades onward, in such a way as to yield the greatest contributions to citizenship in instruction.³

Third, he would reorganize the school machinery for the development of traits of character. The school government, athletics, dramatics, school paper, cafeteria, and many clubs of various kinds should be used for this purpose. He will arrange the schedule so that committee meetings and clubs can meet during the regular school day.

Motivation by Classroom Teacher

Through his study, Jones found that demonstrable improvement in character and citizenship of children can be made through planned instruction in school. The results, however, show that, even with carefully planned work, the sustained improvement produced was rather small. Sumner says ". . . that each generation of men of low civilization can be advanced beyond the preceding one only by a very small percentage."⁴ The hope that incidental instruction will accomplish much is likely to end in danger of being crowded out completely by activities which have a definite place.

3. Ibid., p. 389.

4. William G. Sumner, "Education, History," Folkways. New York: Ginn, 1940. p. 630.

Planned Instruction

Since character education requires such careful planning and persistent work to achieve even a small improvement, it seems that any instruction which is more or less hit-or-miss will accomplish very little. Character instruction, to be effective, must not appear to the learner to be direct or planned, although the instruction should be planned systematically on the part of the teacher. This indirect instruction should concern itself with the solution of the specific character and citizenship problems which arise naturally in his environment. The learner's attention is centered outwardly upon these problems, and not inwardly upon his own improvement. All the planned program should be flexible so that incidental happenings and current problems in the school and home should receive immediate attention.

A Better Method

According to Jones,⁵ the experiencing-plus-discussion method yielded results in changed attitudes, standards, and behavior that were measurably superior. The discussion method provided an opportunity for covering a great many situations in a short time. In the experiencing method, little learning took place outside cultivation of the habits practiced in the specific projects. The experiencing-plus-discussion method seems to combine the strong points of these two methods.

Emotional Tone

One of the limitations of the instruction in individual citizenship which is ordinarily given in school situations is that it is

5. Jones, op. cit., p. 313.

to such a large extent intellectual and to such a small extent emotional.⁶

Sumner expresses it thus:

The education which forms character and produces faith in sound principles of life comes through personal influence and example. It is born on the mores. It is taken in from the habits and atmosphere of a school, not from the school textbooks. School work opens an opportunity that a thing may be, but the probability that it will be depends on the persons, and it may be nil or contrary to what is desired. High attainments in school enhance the power obtained, but the ethical value of it all depends on how it is used. These facts are often misused, or exaggerated in modern educational controversies, but their reality cannot be denied. Book-learning is addressed to the intellect, not to the feelings, but the feelings are the spring of action.⁷

Pleasures.--In education it is important to make desirable reactions satisfying to the learner, and undesirable ones annoying. This principle has been stressed for years in academic teaching. With social education this applies with even stronger force. Jones tried the following several devices with success:

1. In the first place, every unit in character and citizenship-training was an enjoyable one. The children and teacher felt an exhilaration of pleasant social experience from each unit.

2. In the second place, a class spirit was built up which threw the weight of group loyalty in favor of desirable behavior. In National Elementary Principals, it is expressed thus:

Morale is a characteristic of human behavior and its seat is the human will. Hence the problem of morale is a problem of motivation. If morale is to be high, there must be strong incentives to vigorous and concerted action. Man's impulses to action must be directed and intensified so that they will prevail over inertia, pain, or selfish desires. The technic or morale depends, then, on controlling factors are:

6. Ibid.

7. Sumner, op. cit., p. 629.

Physical needs and appetites

Psychological

habits

social aspects of gregariousness

participation

emulation (or rivalry)

combateness (fight)

suggestibility (stimulative of thought)

Ideational common cause--Having a soul, man demands spiritual satisfactions. It is a part of the task of leaders and institutions to meet the demands--to provide temptation upward.⁸

The teacher's personality and the discipline she maintains seem to be the main factors in the development of class morale or spirit. The best teacher uses a wide range of methods. Argo says, "All methods are the best methods when used at the appropriate times and by teachers who know how to use them efficiently."⁹

The group itself (teacher included) determines to a large extent the type of climate in which it lives and what it learns. As Cunningham says, ". . . knowing how to create a favorable group climate is a major job of the teacher and group members."¹⁰

Through group self-management and group planning, the group accepts or develops its goals, plans its means to attain these goals, and cooperates in achieving them. In Morale for a Free World, it is pointed out that through this process the following essentials of group morale are built:

8. Commission on a Free World, American Association of School Administrators, "Democratic Morale in a Free World," Morale for a Free World. Washington, D. C.: National Education Association, 1944. pp. 27-35.

9. A. C. Argo, "Methods and Techniques." California Journal of Secondary Education, 14:202, 1939.

10. Ruth Cunningham and Associates, "A Group Creates Its Climate." Educational Leadership, 6:358, National Education Association, Washington, D. C., 1948.

A positive and clear-cut goal

A sense of togetherness in the group

1. Common purposes and standards
2. Mutual appreciation of personal worth and contribution
3. Status of the group and pride in past group achievement

A sense of progress toward a goal

1. A conviction that progress is possible
2. A means of achieving the goal is available
3. A means of checking by use of sub-goals, progress charts, report cards, etc.

A sense of status for members of the group

1. Social approval
2. Sense of belonging
3. Sense of the contribution the individual can make

A sense of leadership (both teacher and pupil)

1. He keeps purposes and means clear.
2. He recognizes the need of the membership for participation and recognition.
3. The approval the leader gives is greatly prized.
4. One of the greatest functions of a leader is to give praise.
5. One of his greatest assets is the ability to give praise wisely.
6. The success of the group depends upon its ability to select capable leaders.¹¹

11. Commission on a Free World, op. cit., p. 47.

Class morale is difficult to build in one term. Jones's experiment showed that maintenance in improvement tended to be least where the improvement was greatest. This result was similar to that of a revival meeting which was conditioned upon environment. The improvement decreased when the class members separated. In view of this fact, Jones suggests:

In the light of the importance of the teacher in the developing and functioning of class spirit, it appears that more attention should be given to the possibilities of extending the duration of superior group spirit, when it develops by encouraging the teacher to move along with her class for two or three terms. . .¹²

3. Third, inspirational items as found in drama, literature, motion pictures, and art are needed. Religion is a motivation force which will lessen fear. It is a positive reenforcement. The "golden rule" will serve as a point of reference. Literature brings to light certain characteristics which help to make great men great. Children are interested in these; and, because of their nature, they try to imitate them.

Annoyances.--If the class morale is high, undesirable reactions would be made annoying to the child by the disapproval of the group. The discipline of the natural consequences should be practiced whenever possible. In some cases, mild reprimands by classmates would produce the desired effect.

Records

Closely associated with pleasure and annoyance would be the permanent records. The teacher, with the cooperation of the individual in self-rating and the group with group-rating, prepares and

¹². Jones, op. cit., p. 47.

keeps a record of each child in terms of purpose, goals, and standards which he has helped to make and thoroughly understands on his level of achievement.¹³ The pupil not only contributes information to this record but also derives inspiration and direction through his study of the records, preferably in conference with the teacher. Thus the record becomes a means of self-direction for the pupil. It shows him the next step. These records should be kept in both positive and negative points.¹⁴ They reveal the child's progress over a period of time, and also show his weaknesses.

Positive Points

1. School services (ceiling on these)
2. Attendance
3. Method of contract kept
4. Class and school offices
5. Effort in relation to ability
6. Additional points for activity records
7. Adequate recognition in terms of points should be given for a superior performance.

Method Related to Theory

Since character education comes from teaching methods, to a greater extent than some teachers realize, attention should be focused upon how a thing is done in teaching academic subjects. Character education is seldom direct; hence it is often a by-product of method.

13. Laura Zirbes, "Evaluation." Editorial in Childhood Education, 24:25, 1948 f.

14. F. H. McNutt and others, Evaluation of the Senior High School of the Greater Greensboro School District, 1946. p. 25.

According to Doctor McNutt,¹⁵ the function of guidance, books, or conferences is to illuminate and motivate the learning process in character development. The traits are learned from practice in a setting, and represent concomitants, or marginal learnings.

<u>Method</u> (Teacher is a part of climate or method)	<u>Subject</u>	<u>Concomitant Learnings</u>
Compulsion	Spelling	<p>A. Dislikes of persons or things learned</p> <ol style="list-style-type: none"> 1. Spelling 2. Teacher 3. School <p>B. Cheating</p> <p>C. Inferiority</p> <p>D. Cringing</p>
Competition	Spelling	<p>A. Top third of class learns</p> <ol style="list-style-type: none"> 1. Snobbishness 2. Happiness over the failure of others 3. Superiority <p>B. Middle third of class learns</p> <ol style="list-style-type: none"> 1. Cheating <p>C. Bottom third of class learns</p> <ol style="list-style-type: none"> 1. Habits of failure 2. Inferiority 3. Negative adaptation to school--do nothing (Can't keep up, we give up)

The Character Profile gives character traits showing optimal development, and vices of excess and deficiency.

¹⁵ F. H. McNutt, Character Education. Unpublished lecture given to graduate students in Education 692 at Woman's College of the University of North Carolina, Greensboro, North Carolina, Spring, 1946.

CHARACTER PROFILE

Character Traits Showing Optimal Development and
Vices of Excess and Deficiency

<u>Vices of Excess</u>	<u>Optimum</u>	<u>Vices of Deficiency</u>	<u>Name of Character Trait</u>
Obstinacy Stubbornness Tenacity	Perseverance	Persistence Inconsistency Unreliability Shiftlessness Insensitivity	Perseverance
Effusiveness Ingratiation Graciousness	Good Nature	Civility Irritability Churlishness Ferocity Insensitivity	Good Nature
Buffoonery Clownishness Gaiety	Sense of Humor	Discernment Boorishness Moroseness Stolidness Insensitivity	Sense of Humor
Prodigality Munificence Generosity	Liberality	Thriftiness Illiberality Stinginess Miserliness Insensitivity	Liberality
Boastfulness Flattery Conceit	Truthfulness	Modesty False Modesty Deceitfulness Lying Insensitivity	Truthfulness
Vanity Superciliousness Superiority	High-mindedness	Sensibility Inferiority Dishonor Mean-mindedness Insensitivity	High-mindedness

(Continued on next page)

CHARACTER PROFILE
(Continued from Page 36)

Character Traits Showing Optimal Development and
Vices of Excess and Deficiency

<u>Vices of Excess</u>	<u>Optimum</u>	<u>Vices of Deficiency</u>	<u>Name of Character Trait</u>
Obsequiousness Flattery Honor	Respect for Individual	Appreciation Sympathy Inconsideration Contempt Insensitivity	Respect for Individual
Submergence Dependence Submission	Cooperation	Consent Congeniality Frustration Insurgence Insensitivity	Cooperation
Rugged-Individualism Over-confidence Self-sufficiency	Independence	Self-reliance Acquiescence Submission Dependence Insensitivity	Independence
Materialism Utilitarianism Realism	Pragmatic Thinking	Impracticality Irrationality Wishful Thinking Unreality Insensitivity	Pragmatic Thinking
Fool-hardiness Rashness Boldness	Courage	Timidity Cowardice Fearlessness Ignorance Insensitivity	Courage
Asceticism Austerity Abstemiousness	Temperance	Self-indulgence Incontinence Profligacy Debauchery Insensitivity	Temperance

The Seminar in "Character Education" took ten character traits and suggested methods by which these traits may be formed.¹⁶ An adaptation of the Seminar's findings appears below:

A. Perseverance--trait desired

Elements of method essential to its appearance:

1. School organization
 - a. Assumes the responsibility of office
 - b. Accepts the duties of the office
 - c. Meets the requirement of the contract
2. Project
 - a. Pre-planning by pupil-teacher
 - b. Fulfilling the contract
3. Daily assignments and problem-solving that meet these requirements are:
 - a. Fitting abilities and interests of pupil
 - b. Not too difficult for achievement of success
 - c. Difficult enough to offer challenge
4. Teacher example. She finishes each activity within given time.
5. Inspirational stories and anecdotes read or told to class

B. Good Nature--trait desired

Elements of method essential to its appearance:

1. Games, sports, athletic contests (Give and take, good

16. Report made by Seminar in "Character Education," Education 692. Unpublished report made by students at Woman's College of the University of North Carolina, Greensboro, North Carolina.

sportsmanship)

2. Response models
 - a. Teacher is a superior example
 - b. Pupil example
3. Debating (respect for opinion of opponents)
4. Informal discussion (respect for the opinions of others)
5. Division of labor where there is cheerful performance
in committee work, such as
 - a. Health and recreation
 - b. Citizenship
 - c. Personal relations
6. Readings of humorous nature
7. Dramatizations

C. Sense of Humor--trait desired

Elements of method essential to its appearance:

1. Response models, such as the
 - a. Teacher's sense of humor
 - b. Bulletin boards
 - c. Magazines
 - d. Books
 - e. Stories
 - f. Anecdotes

D. Truthfulness--trait desired

Elements of methods essential to its appearance:

1. Never punish for accidents.
2. Never put premium on examinations.
3. Avoid creating situations wherein a child will be forced

to lie, or where he feels it will be expedient for him to lie.

4. Make truthfulness pay.
5. Never mention condemning self.
6. Distinguish between lying and exaggerated imagination.
7. Create a friendly atmosphere wherein a child will not be afraid.
8. Make use of biography.
9. Maintain active status as a response model, and keep promises.
10. See that other pupils help the child who lies.

E. High-mindedness--trait desired

Elements of method essential to its appearance:

1. Remain the high-minded teacher. Strive to live up to the Aristotelian ideal.
2. Make use of literature that reveals high-mindedness.
3. Pupil - Teacher. Set up criteria for conduct.

F. Respect for the Individual--trait desired

Elements of method essential to its appearance:

1. Elements of teacher behavior
 - a. A superior example
 - b. Courtesy to pupils
 - c. Fairness and justice
 - d. Sympathetic understanding
 - e. Respect for pupil's opinion. Do not talk "down" to a pupil.
 - f. Recognize and act upon individual differences.

- g. Respect child for what he is rather than for his social or economic background.
- 2. Pupil behavior--Courtesy to one another
 - a. Taking turns
 - b. Leading and following
 - c. Attentive audience
 - d. Respect for pupil property rights
 - e. Committee work
 - f. Aid of big brother and sister
 - g. Birthday cards
 - h. School Community Chest
- 3. School economy by
 - a. Pupil-teacher formulation of rules and regulations
 - b. Pupil participation in testing procedures
- 4. Pupil assumes responsibilities for
 - a. Materials
 - b. Wraps
 - c. Housekeeping
 - d. Traffic
 - e. Grounds
 - f. Lunch room
 - g. Lavatories
 - h. Halls
 - i. Library
 - j. Pages--office and library
 - k. Hosts and hostesses

G. Cooperation--trait desired

Elements of method essential to its appearance:

1. Projects
2. Pupil purpose
3. Division of labor
4. Sharing
5. Group work
6. Field trips
7. Pupil participation in school government
8. Housekeeping
9. School Community Chest
10. Playground procedure
11. Sports
12. Pupil-teacher place in preparing assignments

H. Independence--trait desired

Elements of method essential to its appearance:

1. Individual assignment
2. Individual evaluation
3. Individual responsibility
4. Independent study

I. Courage--trait desired

Elements of method essential to its appearance:

1. Athletics, to succeed, requires
 - a. Physical courage
 - b. Moral courage
 - c. Sportsmanship
 - d. Teacher coaching

- 2. Inspirational stories
- 3. Teacher example--a response model

J. Temperance--trait desired

Elements of method essential to its appearance:

- 1. Lunch room where children
 - a. Practice temperance in eating sweets
 - b. Set up criteria for selecting menu
- 2. Criteria for building strong bodies, such as
 - a. Adequate rest
 - b. Appropriate exercise
 - c. Limits in games
- 3. Stories
- 4. Anecdotes
- 5. Biography
- 6. Hygiene taught in class
- 7. Teacher example
- 8. Use of superlatives
 - a. Reading
 - b. Movies
 - c. Daydreaming
- 9. Insight into problems of temperance

All these methods are interlaced with the effort to teach understanding of something, or to develop some skill. Miller says, ". . . mere knowledge does not stir up the conscience of youth; it takes human personality of strength to do that."¹⁷

¹⁷. Carl G. Miller, "Priority A-1 for Teaching Character." Education, 66:537, April, 1946.

Better Methods in Discipline

The teacher accepted as a superior method the discipline of the natural consequences as described by Spencer. In this system, the aim of discipline is the production of a self-governing person. Spencer says that discipline is best achieved by allowing children to experience the natural consequences of their acts. The characteristics of this method are:

1. It is impersonal.
2. It is inevitable.
3. It grows out of the nature of the offense.
4. It is in proportion to the offense.

The advantages of this method are:

1. It gives the right conception of cause and effect.
2. It makes for a happier state of feeling between adult and child.
3. It is pure justice and is recognized as such by the child.
4. It gives the idea of cause and effect.

The functions of this type of discipline are:

1. To prevent a repetition of the offense.
2. To make a self-governing individual.¹⁸

The weaknesses of the natural consequences are:

1. The results in many instances are too severe to allow the child to take chances.
2. The results in many cases would be too long delayed. In these cases, punishment should be given immediately. Pun-

¹⁸. Herbert Spencer, "Moral Education," Education. New York: D. Appleton and Co., 1920. pp. 162-228.

ishment with a pleasant, impartial manner is the best.

Substitution of Insight for Force and Fear

In acquiring new traits there must be a substitution for force and fear. In every culture there are folkways which grow out of a set of conditions and are used by the people to help them decide what is good and bad. When these ways are no longer considered 'good, one must turn to the compulsion of reason. Reason then becomes the authority.

Manners and good taste can be used as a substitute for fear and force. Lord Moulton says that the real greatness of a nation is not its obedience to positive law, because a good executive can obtain obedience to positive law, especially from a timorous people; but the test of the greatness of a nation is whether a man will do obedience to the self-imposed law. All those things which lean towards duty, sympathy, and good taste, and all other things which make life beautiful and society possible are found in the land of manners.¹⁹

Behavioristic psychologists hold that habit is the result of "conditioning," and that breaking or changing this habit is "reconditioning." This is primarily a matter of controlled environment and method. If the volition of the child is to be utilized, "insight" on his part is very important. He must "see" that this old habit is "bad" and the desired new one is "good."²⁰

The teacher guides the children, through class work and conferences, to "see" and "understand" the better way of living. As a

19. Lord Moulton (John Fletcher), "Laws and Manners." The Atlantic, July, 1942.

20. McNutt, loc. cit.

result of this "insight" into conduct, the pupils set up worthy character goals and strive to attain them.²¹

Teacher As Response Model

The teacher should be the first citizen of the school. Children are great imitators. They imitate both the good and bad traits in others. Teachers should make their own pattern superior, for the children will do what they see the teachers do much more readily than they will do as they are told to do. Teachers should bear in mind the words of the Great Teacher when he said, "Be ye therefore perfect, even as your Father which is in heaven is perfect."²² This perfection also refers to the teachers' efficiency in their work. They recognize the value of a worthwhile job done well; and, having once started a worthy task, they see it through to a successful completion.

Keen Sense of Humor

Where people are experiencing, doing, and learning, mistakes will always be made. Many of these represent tragedy for those who make them. The person who is really courteous will tactfully turn such awkward moments into jovial occasions. People enjoy a hearty laugh. There must be tensions in life, but a sense of humor will relieve many of them. Accordingly, the teacher should encourage a cheerful atmosphere and also develop a sense of humor in the students by both direct and indirect methods.

21. Ibid.

22. Matthew 5:48.

Rewards and Prizes

A good social-living program in the classroom should:

1. Expand the child's outlook
2. Deepen his insight
3. Challenge his active concern²³

All too frequently there have developed school situations which paid pupils to be bad. The reward was in terms of an answer to a felt need at the moment:

1. The child's boredom or tension sought relief in some explosion or antic.
2. The child's resentment of a situation or teacher caused a rebellious attitude.
3. He secured the approval of his peers by his clownish acts.
4. He received recognition by the class for his ability to sidetrack the teacher in order to prevent a new assignment.

Pupils should have their needs satisfied, so that the learning process will be wholesome and positive instead of negative. In a democratic classroom, varied programs, with a balance between physical and mental activity, permit every child to find success and recognition in his peculiar skills and aptitudes. He then becomes a contributing, respected member.

Intrinsic rewards.--When one accomplishes a piece of work significant to him, he derives more satisfaction from its achievement than from any extrinsic reward. The achievement of worthy goals is its own sufficient reward. The best motive is to aim toward right for right's

23. "Toward Social Maturity." Childhood Education, November, 1947.

sake.

Extrinsic rewards.--Diligent effort and thoughtful conduct receive approval, recognition, and encouragement from associates. This is more wholesome and satisfying than the award of artificial prizes. The most satisfying recognition for superior conduct is the practice of granting a pupil more freedom and responsibility than he had before. This presents a new incentive to further growth. It is a reward that is available, not merely to a few in the group, but to all the children. Hockett says:

We believe it is acceptable

1. To recognize group approval as a reward for right conduct.
2. To give choice service positions as a reward for effort and accomplishment.
3. To aim toward recognition as a citizen of the school.
4. To aim toward membership in (any) clubs, as a reward for good conduct and scholastic attainment (athletics, plays, Glee Club, etc.)
5. To give responsibility as a reward for service well done.
6. To give traffic duty as a reward for responsible citizenship.
7. To present officerships as rewards.
8. To grant the privilege of free time as a reward for effort and successful attainment.²⁴
9. To require a good citizenship record for eligibility for academic honors.

(The writer added number nine to Mr. Hockett's list)

Human nature does place value upon tangible symbols of recognition. Simple symbols of recognition may be employed with discretion in the elementary school. The chief emphasis always should be on simple group approval of unselfish and intelligent service rendered to the group.²⁵

²⁴ J. A. Hockett and E. W. Jackson, "Making Discipline Educational," Modern Practices in the Elementary School. New York: Ginn. pp. 228-229.

²⁵ Ibid., p. 228.

Good citizenship premiums are:²⁶

1. Eligibility
 - a. To hold any office in homeroom, clubs, school government
 - b. To serve on a school committee outside of homeroom
2. Recognition
 - a. For academic honors
 - b. For outstanding performances
 - c. For first school citizen
3. Privileges
 - a. Attending some classes not required
 - b. Independent planning of work
 - c. Free time to use to his own advantage
4. Permanent record
 - a. Positive citizenship (activities)

The school government and the other organizations are extensions from the classroom that offer an opportunity for a higher level of aspiration and service.

In a favorable environment that gives opportunities for responsibilities and participation, democracy builds a morale among its members that is based upon willingness to respond rather than fear of not responding.²⁷

26. McNutt and others, op. cit., p. 26.

27. Commission on a Free World, op. cit., p. 113.

CHAPTER IV

EVALUATING PROGRESS TOWARD CITIZENSHIP GOALS

Function of Evaluation

"The desire to measure such behavior is in itself insufficient justification for undertaking an activity of this kind. When, however, it becomes possible, through the planning and use of a measuring device, to lead teachers and pupils to identify themselves with the school's program and to identify this with the city program, lack of warrant cannot be claimed. In such a scheme measurement has its proper place.¹

The school program which places emphasis upon academic subjects has little immediate use for character measurement. However, the school program that emphasizes character education as its most important task, needs a simple, adjustable, economic, and efficient measuring instrument.

Grades on Citizenship

Years ago, when the teaching of academic subjects was the main objective of the school, and the home assumed the major responsibility for citizenship development, reports on conduct or deportment were not necessary. Gradually the home became less efficient in conduct training and more responsibility was assumed by the school. Since the aggressive pupils needed to be disciplined, a deportment or conduct grade began to make its appearance on the report card. This was an attempt to make some pupils more docile. Certain character or personality

1. M. B. Ginsburg, "Constructing and Using a Measure of Good Manners," Appraising the Elementary School Program. Sixteenth Year-book of the National Education Association, Department of Elementary School Principals, 1937. p. 521.

traits, such as cooperativeness or industry, were added to the report. These terms were very vague and included a wide range of varied reactions. In the process of their development, these traits were broken down into more tangible, specific behavior habits. Courtesy, for example, began to mean consideration when others are talking. According to McGaughy:

This breaking-up of vague generalizations into a few more specific and meaningful categories has been a decided advance in reporting to parents. . . . When the school begins to emphasize many phases of its program which are not directly concerned with securing subject-matter mastery on the part of the children, it must, if it is consistent, recognize the importance of these activities in the life of the children in the reports which the school sends home.²

Eurich maintains:

Adequate means of evaluation of personality can be developed to the degree to which the objectives are expressed in terms of specific behavior. A corollary with reference to instruction might be inserted at this point to the effect that teaching is effective to the degree to which the objectives of instruction are clear to the instructor.³

Emphasis on Citizenship

Teachers do in school those things that are considered valuable enough to measure or evaluate. A truthful picture of a school's philosophy and practice may be seen by looking at its testing and re-

2. J. H. McGaughy, Evaluation of the Elementary School. Indianapolis, Indiana: Bobbs Merrill Co., 1937. p. 302.

3. A. C. Eurich, "Approach to the Evaluation of the Outcomes of Instruction," Studies in Education. Twenty-seventh Yearbook of the National Society of College Teachers of Education. Chicago: University of Chicago Press, 1939. p. 208.

coding program. These items of major importance are given a prominent place.⁴

When the measurement is confined to knowledge and skills, the school neglects to evaluate other desirable objectives, such as behavior, effort, attitudes, habits, interests, and citizenship. These objectives are less tangible and more difficult to evaluate. Personality development and community efficiency are rapidly replacing the mastery of academic subjects which formerly received the major emphasis in school. Success for everyone in personality development and citizenship efficiency should be the aim of the school. Materials, activities, methods, and techniques should be employed for this purpose.⁵

Dougherty states:

Parents and pupils interpret the work of the school from the report cards. They feel that these items represent the most important contribution to the child's education. Pupils often feel that the marks on the report card are the major goals for which they should strive.

Objectives to be attained by the teacher's reports to parents:

1. To assist the pupil in self-appraisal
2. To assist the teacher in diagnosis
3. To inform parents concerning the school life of their child
4. To provide a basis of cooperation of home and school in helping the child
5. To develop interest and confidence of the public in the school program
6. To improve educational results⁶

4. Claire T. Zyve, "Recording the Changing Life of the School." Progressive Education, 13:621. New York: Progressive Education Association, 1936.

5. National Education Association, "Better Ways of Living," Paths to Better Schools. Twenty-third Yearbook of the American Association of School Administrators. Washington, D. C., 1945. p. 151.

6. J. H. Dougherty and others, Elementary School Organization and Management. New York: MacMillan and Company, 1936. p. 329.

Use of Cumulative Records

Well-kept records that picture the child's progress and regression, and the methods of their use, are important. As the child grows older, however, he goes through various stages of development. Direct observation, therefore, of his present behavior is essential.

The essential information is that which can be put into immediate use for the benefit of the child now. The adult must be sufficiently trained to interpret his behavior wisely. The adult should be a well-adjusted person himself. He will give the child the feeling that he is understood and accepted by him and the group. He will experience a release from tension. What really happens between the child and the adult, and the subsequent emotions of each, are what actually count. The experience of real achievement is very important in the development of a successful personality adjustment.⁷

Instrument for Evaluating

Criteria for the Construction of the Instrument

The measuring instrument is good if it measures what is intended to be measured. These should be tangible items, in which both bright and dull pupils can achieve success. The degree of accuracy should be high. Two or more people who have similar knowledge of the child should secure comparable results. The measuring device should be easily administered and should be economical of the use of time of both pupils

7. Edith M. Everett, "Information Needed in a Case Study," Personality Adjustment of the Elementary School Child. Fifteenth Year-book of the National Elementary Principals. Washington, D. C.: National Education Association, 1936. p. 485.

and teachers. It must be easily understood. Simplicity is the key to success in testing.⁸

Principles That Govern the Instrument

Many of the instruments should be made cooperatively by the teacher and the class. The teacher, with a thorough knowledge of the philosophy, objectives, permanent record system, items needed to formulate reports to parents, and the maturity of her group, does a good job of guiding the pupils in making the appropriate tests. These tests gradually lead to higher levels of attainment from time to time. The child helps to make the tests in terms of purposes, goals, and standards he understands. The forward-looking teacher will lead her pupils to make this their program. The teacher will adjust the techniques to the maturity of her pupils. They cooperatively determine their needs, set their goals, plan their program, and rate themselves and their classmates on the outcomes.⁹

Kinds of Measuring Instruments

There are many kinds of instruments for personality evaluation that are not ordinarily regarded as such.¹⁰ Anything that gives bits of significant and valid evidence of changes in a pupil's attitudes and habits is an evaluating instrument. Among these are diaries, physical records, attendance records, questionnaires, tests, anecdotal

8. B. R. Haynes and others, Tests and Measurements in Business Education. New York: Southwestern Publishing Company, 1940. p. 31.

9. Ginsburg, op. cit., pp. 514-521.

10. P. T. Orata, "Evaluating Evaluation." Journal of Educational Research, 33:660, May, 1940.

records, systematic observation, and rating scales. Perhaps, for the practical purposes of the school administration, the questionnaires and rating methods are best. In a questionnaire, however, a person may know the socially-accepted answers but fail to practice them. Knowledge of correct responses may be considered one force that integrates conduct.

Systematic observation in a large group is an excellent method for observing overt behavior, such as:

1. Fighting
2. Nervous habits
3. Anger
4. Talkativeness¹¹

Rating Scales

Appraisal of Scales

Scales for rating the personalities of school children are valuable for obtaining a fairly complete picture of the child by one who knows him best in school. Careful rating by teachers who know the interpretive background, or the whole context of the child's environment, and who see him in all his relationships from day to day, is one of the best means of obtaining evidence concerning the child's personality.¹²

Alstyne concludes:

From the point of view of validity the rating scale has proved its worth. As Symonds concludes: "Theoretically, a large battery of tests is necessary for the diagnosis of character: practically, almost as satisfactory results can be obtained simply with ratings and tests of knowledge and opinion about conduct". . . However unreliable they may be, and however much they may be biased by halos

11. D. V. Alstyne, "Collecting and Organizing Information about the Child," Personality Adjustment of the Elementary School Child. Fifteenth Yearbook of the National Elementary Principals. Washington, D. C.: National Education Association. p. 468.

12. Ibid., p. 476.

of general impression they (rating scales) emerge as one of the best methods of character diagnosis.¹³

Types of Rating Scales

Introduction.--There is evidence that people have been comparing and measuring different degrees of qualities from the beginning of our recorded history. However, rating in a systematic way has developed in the last sixty-five years. Devices for measuring have been invented and applied in phases of education less tangible than those reached by objective measurement. We now have a wide variety of scales, score cards, and other rating devices to measure almost anything one desires. These devices are used to evaluate teachers and teaching, diverse traits and the behavior of pupils, textbooks and neighborhoods.¹⁴ The value and need of rating is suggested in a brief statement by Knight:

One person's opinion of another is a most useful instrument in the work of selecting employees or in making decisions concerning the promotion or dismissal of a worker. Until objective tests of performance, ability, character, temperament have been so developed and refined that our present tests are but historic curiosities in comparison, personal estimates in one way or another must be used.¹⁵

Samples of illustrations.--The following rating scales are for illustrative purposes only. The teacher and class will have to choose and adapt a scale to meet their particular needs. It should meet the criteria set up for the construction of the measuring instrument.

13. Ibid.

14. L. U. Koos, "The Specific Techniques of Investigation: Rating," Chapter XXXI, The Scientific Movement in Education. Thirty-seventh Yearbook of the National Society for the Study of Education. p. 111.

15. F. B. Knight, "The Effect of the 'Acquaintance' Factor upon Personal Judgment." Journal of Educational Psychology, 14:129, 1923.

Rating Chart A¹⁶

Pupil's Name.....Date.....
 School.....Grade.....
 Rated by.....

Directions for Using the Rating Chart

1. Let these ratings represent your own judgment. Do not confer with anyone in making them.
2. In each trait or characteristic named below, compare this pupil with the average pupil of the same age.
3. In rating for any particular trait, disregard every other trait except that one. Many ratings are rendered valueless because the rater allows himself to be influenced by a generally favorable or unfavorable impression which he has formed of the person rated. Do not rate a pupil highly on all traits simply because he is exceptional in some. Children often rate highly in some traits and poorly in others.
4. Place a cross somewhere on the line running from "very high" to "very low," to indicate this child's standing in each quality. You may place your cross at any point on the line. It is not necessary to locate it at any of the division points or above any descriptive phrase.
5. Do not study too long over any one child. Give for each the best judgment you can, and go on to the next.
6. Give a rating for every trait.
7. The ratings will be held strictly confidential.

Health--Is he generally healthy and vigorous?

Bad	Poor	Average	Good	Excellent
-----	------	---------	------	-----------

Leadership--Does he take the lead in school affairs or does he follow others?

Always follows others	Rather tends to follow	Average	Rather tends to be a leader	Masterly, not easily influenced
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16. P. M. Symonds, Diagnosing Personality and Conduct. New York: The Century Company, 1931. p. 63.

Rating Chart B¹⁷

Rated by.....Date.....

School.....Grade.....

Directions for Using the Rating Chart

1. Let these ratings represent your own judgment. Do not confer with anyone in making them.

2. In each trait or characteristic named below, compare this pupil with the average pupil of the same age.

3. In rating for any particular trait, disregard every other trait except that one. Many ratings are rendered valueless because the rater allows himself to be influenced by a generally favorable or unfavorable impression which he has formed of the person rated. Do not rate a pupil highly on all traits simply because he is exceptional in some. Children often rate highly in some traits and poorly in others.

4. Place a cross in one of the compartments running from "very high" to "very low" to indicate each child's standing in this quality.

5. Do not study too long over any one child. Give for each child the best judgment you can, and go on to the next.

6. Give a rating for each child.

7. The ratings will be held strictly confidential.

8. Try to let the percentages guide you as to the number of crosses to fill in each compartment.

Trait: Health
Is he generally healthy or vigorous?

	4%	11%	21%	28%	21%	11%	4%
	Very			Aver-		Very	Excel-
Pupil	Bad	Bad	Poor	age	Good	Good	lent
Charles							
William							
George							
Etc.							

17. Ibid., p. 64.

Graphic Rating Scale¹⁸

It is requested that you indicate by check (X) your opinion of the applicant in each of the qualities specified. Place only one check after each quality. For example, on the specimen scale below, the check mark indicates that the supposed applicant is in the class which "learns and adapts slowly" but is more nearly "average" than "dull," because the check is placed nearer the "average" group than the "dull."

Answer All of the Following

In giving opinion on a particular trait, disregard for the moment every trait but that one, as specifically defined, and consider the applicant's ability in this trait from the point of view of GENERAL CLERICAL work only.

(a) <u>Ability to learn.</u> Consider ease and rapidity of understanding new instructions and adopting new situations.	X				
	'Dull and	'Learns and	'Average	'Learns and	'Learns
	'unadapta-	'adapts	'learning	'adapts	'with ex-
	'ble	'slowly	'and adapt-	'readily	'ceptional
	'	'	'ing	'	'ease and
(b) <u>Industry.</u> Consider energy and application to duties, day in and day out.	'	'	'	'	'rapidity
	'	'	'	'	'
	'	'	'	'	'
	'	'	'	'	'
	'	'	'	'	'
(b) <u>Industry.</u> Consider energy and application to duties, day in and day out.	'	'	'	'	'
	'	'	'	'	'
	'	'	'	'	'
	'	'	'	'	'
	'	'	'	'	'
(b) <u>Industry.</u> Consider energy and application to duties, day in and day out.	'	'	'	'	'
	'	'	'	'	'
	'	'	'	'	'
	'	'	'	'	'
	'	'	'	'	'

18. Ibid., p. 66.

Schedule A: Behavior-Problem Record¹⁹Directions for Using
Schedule A

Below is a list of behavior problems sometimes found in children. Put a cross (x) in the appropriate column after each item to designate how frequently such behavior has occurred in your experience with this child. A cross should appear in some column after each item. The numbers are to be disregarded in making your record. They are for use in scoring.

Behavior Problems	Frequency of Occurrence				Score
	'Has 'never 'occurred	'Has oc- 'curred 'once or 'twice 'but no 'more	'Occa- 'sional 'occur- 'rence	'Frequent 'occur- 'rence	
Disinterest in school work	0	4	6	7	
Cheating	0	4	6	7	
Unnecessary tardiness	0	4	6	7	
Lying	0	4	6	7	
Defiance to discipline	0	4	6	7	

Total Score _____

19. Ibid., p. 68.

Schedule B. Behavior Scale²⁰Directions for Using
Schedule B

1. Do not consult anyone in making your judgments.
2. In rating a person on a particular trait, disregard every other trait but that one. Many ratings are rendered valueless because the rater allows himself to be influenced by a general favorable impression that he has formed of the person.
3. When you have satisfied yourself as to the standing of this person in the trait on which you are rating him, indicate your rating by placing a cross (X) immediately above the most appropriate descriptive phrase.
4. If you are rating a child, try to make your ratings by comparing him with children of his own age.
5. The masculine pronoun (he) has been used throughout for convenience. It applies whether the person whom you are rating is male or female.
6. In making your ratings, disregard the small numbers which appear below the descriptive phrases. They are for use in scoring.

Division 1

					Score
<hr/>					
Feeble- minded	Dull	Equal of average child on street	Bright	Brilliant	
(5)	(4)	(3)	(2)	(1)	<hr/>
<hr/>					
2. Is he abstracted or wide awake?					
<hr/>					
Contin- ually absorbed in himself	Fre- quently becomes ab- stracted	Usually present- minded	Wide awake	Keenly alive and alert	
(5)	(4)	(2)	(1)	(3)	<hr/>
<hr/>					
					Total <hr/>

20. Ibid., p. 69.

Rating Scale for School Citizenship²¹

Trait Action	'Sept.'	'Oct.'	'Nov.'	'Dec.'	'Jan.'	'Feb.'	'Mar.'	'Apr.'	'May'
Health Habits									
Personal appearance									
Balanced daily program									
School lunch									
Preventive measures									
Sufficient rest									
Courtesy									
Acknowledges mistakes and wrong doing									
Attentive in class									
Plays fair									
Orderly conduct									
Speaks politely									
Service									
Volunteers service									
Works with others harmoniously									
Faithful to task with- out wasting time									
Contributes his best									
Cherishes school reputation									
Index									

Key: 1. Habitually 2. Often 3. Occasionally 4. Seldom 5. Never

²¹ Seminar in Education 692. An unprinted report made at Woman's College of the University of North Carolina, Greensboro, North Carolina, 1947.

The graphic rating scale.--The type of scale that has gained great favor in recent years is the one known as the "graphic rating scale." The form in which it usually appears is a series of descriptive terms or statements arranged below a horizontal line. The person rendering judgment places a check-mark against the term or statement he regards as most applicable.

For scoring, numerical values are assigned to each characterization, and the score is usually derived by adding the numerical values checked by the rater.

According to Freyd, the graphic rating scale has the following advantages:

"It is simple and easily grasped.

"It is interesting and requires little motivation of the rater.

"It is quickly filled out.

"It frees the rater from direct quantitative terms.

"It enables the rater, nevertheless, to make his discrimination as fine as he cares.

"It is universal; that is, no master scale is required as in the Army Rating Scale.

"The fineness of the scoring method may be altered at will, yielding scores of from 1 to 5, or from 1 to 100.

"It allows a comparable rating without requiring each rater to know all the members of the group."²²

This graphic rating scale has been shown to have high reliability. There is a close relationship between ratings on the same subjects for a different period of time by the same rater and by different raters. Olson's investigation involving a rating scale has shown evidence on the validity of the scales employed in studying behavior problems and problem tendencies. The result of his study suggests real usefulness for graphic rating scales devised to measure behavior.

Koos notes:

Certain investigators have indicated a preference for the ranking method as compared with the graphic rating scale, especially as ranking involves a "man-to-man," "pupil-to-pupil," or "teacher-to-teacher" comparison. Symonds has presented evidence bearing on the issue. His investigation concerned both traits and habits of pupils in Grade VII. He found that "the two methods give nearly identical results" and calls attention to the greater ease in use of the scale. When the group is large, the ranking method is cumbersome and confusing.²³

22. Koos, op. cit., Part II.

23. Ibid.

Suggested Instrument²⁴

Pupil's name.....Date.....
 School.....Grade.....
 Rated by.....

Trait: _____

Scale	A person you know	Check
Best		
Average		
Poorest		

Directions for Using the Rating Scale

1. Ask the person doing the rating to think of the person who is the best in the trait being rated.
2. Write that person's name on the same line with the word "best."
3. Do the same to find the poorest and average persons with the trait.
4. Ask him to compare the person he is rating with each of these three listed.
5. Place a check in the space at the right to indicate how this person compares on the scale with reference to these three.
6. Each of the five spaces may be given numerical values from 1 to 5. Best score 1 - poorest 5.
7. The total score on several traits may be determined by finding their sum.

²⁴. F. H. McNutt, Thesis Writing. Unpublished lecture given to graduate students in Education 682 at Woman's College of the University of North Carolina, Greensboro, North Carolina, Summer, 1946.

The above rating scale meets the criteria. It has unlimited possibilities, as it is adjustable to all age groups, regardless of size. The pupil rated is not only ranked with his peers, but is also compared with three points of reference which involve ranking.

A rating scale, to be practical, must be very flexible, to meet the needs of the particular group to which it is applied. Under varying conditions, all schools are not attempting to accomplish the same specific objectives. Some school personnel is in disagreement concerning the most essential qualities to emphasize. The felt needs of children will never be uniform throughout the schools. One class will be extremely courteous, while another is very rude. In grades one through six the requirements for each age group vary. Their ever-widening concept of a trait will not be the same each year. Therefore, to meet these inevitable changing conditions, and to provide for the special needs of a group at a particular time, this scale can be successfully adapted.

Devices for Administering

These class-sub-goal rating scales should be scored at frequent intervals following a reasonably long practice period. According to Zirbes, ". . . every child needs to learn to evaluate his own work in terms of purposes, goals, and standards which he understands."²⁵ The rating can be accomplished by any one or a combination of the following devices: teacher judgment, pupil rating, Rating Committee, or self-rating. Self-rating has increased in esteem or prestige for use in direct evaluation of personality. The possibility of faking may occur

25. Laura Zirbes, "Evaluation." Childhood Education, 24:251, February, 1948.

in such instances as:

1. Child may rate himself as he pictures he might be.
2. Child may use a defense mechanism.
3. Child may be compensating or over-compensating.²⁶

It is good for a child to have the experience of rating another good pupil occasionally. For the cumulative record, two or more teachers who are familiar with the child should rate him. The results can be compared from time to time. There the permanent progress or regressions will be revealed.

Time for Evaluation

Teaching, learning, and evaluating in citizenship are so interwoven by their very nature that they cannot be separated. The manner in which the child works, the motives for his working, the record of his activities in learning, the product of his activities, the results of his own effort, and his experiences are frequently records for constant appraisal. Teaching and learning on the one hand, and evaluation on the other, take place at the same time.²⁷ Checking a rating scale, however, may be done at any time the teacher or class desires to check. Some child whose conduct is negative might be allowed to check more frequently. This would help him to remember his goal.

Important Aspect of Character

Enthusiasm for measuring the more readily observed types of behavior. . . should blind no one to the fact that until motives can be taken into account, the most important aspect of character-

26. M. A. Techechtelin, "Self-appraisal of Children." Journal of Educational Research, 39:25, September, 1946.

27. Orata, op. cit., p. 661.

training development remains unmeasured. Neither should the desire to have a child make a high score on such a scale lead one to forget that the child's reason for acquiring a certain habit or attitude and the method used by the teacher or parent in inducing the child to acquire it are fundamentally of greater importance than the acquirement of the habit or attitude itself.²⁸

To produce the most satisfactory results, the teacher should make a motive rating scale for the pupils to check each semester. She should be sensitive to these motives and skillfully guide the pupils whenever possible. A critical evaluation of her teaching methods, with a constant desire to utilize the best, will help her to improve.

Rewards

The pupils who merit citizenship rewards should be given recognition in the school assembly from time to time. The pupil whose performance is superior should be rewarded publicly at some special program for parents. These rewards were discussed at length in Chapter III.

28. C. F. Chassell and others, "Short Scale for Measuring Habits of Good Citizenship," Teachers College Record, 23:52, 1922.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The school organization is composed of competent members who cooperate and contribute to the formation of policies for the school. During this association, a wholesome fellowship has developed. The teachers and principals have a sympathetic understanding of the problems that each has to solve. They recognize that the work of an efficient school must be shared by all. For the best results, each must do his particular task well. The parents and teachers are fully aware of the interdependence of one upon the other. They unite their efforts for one main purpose--the best development of the child.

The community believes in social progress. It is constantly striving to raise the standards of the various groups in order to promote better community life. The pupils participate in the government of the school, according to their varying interests and abilities. The school government is planned and organized so that it will meet the needs of the particular school. There are many things that students can do; yet there are a few things, such as discipline, that the school authorities should not trust to students.

In the classroom, pupils hold office and serve as chairmen of committees. In this way, leaders are given a chance to develop. House-keeping and routine work are planned and carried out by committees. Where the superior situation exists in the teaching of academic subjects, the

pupils help to determine the procedures and regulations necessary for success in a unit of work. They come to see the advantages of law and order in the accomplishment of desirable goals. They learn through experience how failure to fulfil a contract hinders group work. This will naturally lead to a discussion of traits that are desirable for a person who actively contributes to democratic living in a community. The essential traits for one to live democratically were agreed upon by a group of educators.

Motivating progress through administrative planning requires wise choice of school personnel so that all will share the same philosophy, and practice it daily in the classroom. The manner in which one carries on his work, the spirit in which it is done, the attitude of the teachers toward the doing, the belief that each should live happily and satisfactorily now, are among the first essentials for teachers who successfully teach character education. The ability required for success in this field seems rarer than that necessary for academic success.

The reorganization of all academic subjects to yield the greatest contribution to citizenship is necessary. The school government and all clubs should be reorganized so that eligibility for membership can be used as a premium for good citizenship. Only those who have met, and continue to meet, the requirements for a good citizen should be allowed to participate. As all the school organizations grew out of an interest and felt need of pupils, these are vitally important in the child's life. These various club meetings should be scheduled during the regular school day, and should become, under wise teacher guidance, an important part of school work.

Planned instruction by the teacher is essential in character education if this phase of the work is to receive the necessary emphasis. Even though it is planned by the teacher, this type of instruction should be given indirectly to the child. In helping to solve these problems, the learner's attention should be centered outwardly upon these problems and not inwardly upon his own improvement. The experiencing-plus-discussion method seems to be the most satisfactory, providing the emotional tone for learning is essential. More instruction should be directed toward desirable emotional reactions. Pleasures are derived from successful work on a unit, high class morale, and inspirational items found in literature.

Since the child rates himself, with the teacher's help, on his achievement, the criteria which he has helped determine--the permanent record system--serves as an incentive for him to do better work and form better habits.

The method should be related to the theory. Since character education is never direct, but is always closely related to the method, attention should be focused upon how a thing is done in teaching academic subjects. Traits grow out of the concomitant or marginal learnings. The function of subject matter is to illuminate and motivate the learning process in character development..

Discipline is very important. The best discipline is that of the natural consequences. It is impersonal and inevitable, and grows out of the nature of the offense. It gives the right conception of cause and effect. In many instances, however, the results of this type of discipline would be too severe to take a chance. In other cases, the results may be delayed too long. The child needs to know that dis-

cipline is consistent and just, and that adults do not withdraw their affection because they find it necessary to take disciplinary action.

The substitution of "insight" for force or fear is the better way to help the child to change his way of behaving. If the volition of the child is to be utilized, "insight" on his part is essential. The teacher guides the child, through class work and conferences, to "see" and understand the better ways of living. In view of this "insight" into conduct, they set up worthy goals and strive to attain them.

The teacher should be the first citizen--a response model for the class. Children, and even adults, are great imitators. Children imitate not only the actions of adults, but also the manner in which adults act.

A keen sense of humor will help one to avoid many tensions in life. The atmosphere in a wholesome school environment should be cheerful. The person who is really courteous will tactfully turn awkward moments into jovial occasions.

The function of evaluation is to lead both pupils and teachers to identify themselves with the school program. Consequently, a simple, adjustable, economical, efficient measuring instrument is needed in a school program that emphasizes character education. Grades on citizenship have been given in some schools for more than half a century. The old deportment or conduct grade was replaced by that on personality traits. Now these have been broken down to specific behavior habits. With more and more emphasis placed upon active participation in school life, a report to the parents on these activities and achievements is necessary.

Emphasis on citizenship or personality development is rapidly replacing the emphasis formerly given to the mastery of academic subjects. Success for everyone in citizenship efficiency should be the school's chief objective. Parents and children attach great importance to the items listed on the report card. Therefore, specific behavior habits and school activities should be satisfactorily reported. The cumulative records are desirable and useful, if they are well kept, and if adults are sufficiently trained to interpret them wisely. The adults should be well-adjusted persons themselves.

The measuring instrument must measure what it is intended to measure. Specific behavior actions are tangible items, in which both bright and dull pupils can achieve success. The degree of accuracy of the instrument should be high. Two or more raters having similar knowledge should get comparable results. This measuring device should be very simple, easily understood, economical of the time of both students and teachers, and easily administered.

The teacher with a thorough knowledge of the objectives of the school, the needs of the class, and the information necessary for formulating reports to parents, helps the child make appropriate tests for his group. They cooperatively determine their needs, set goals, plan the program, and rate themselves.

There are many kinds of measuring instruments. Anything that gives bits of valid evidence of changes in a pupil's attitudes and habits is an evaluating instrument. For practical purposes of the school, perhaps the questionnaires and rating scales are the best.

Rating scales emerge as one of the best methods of character diagnosis. The types shown are for illustrative purposes only. There

are a wide variety of scales, score cards, and other rating devices to measure almost anything one desires. One person's opinion of another is a most useful instrument. Some investigators have preferred the ranking method, as compared with the graphic rating scale.

The suggested instrument meets the partial requirements of both ranking and rating. It also meets the criteria for a good instrument and the principles that govern it. The rating may be done by the teacher, by a committee, or by the pupil himself. For the cumulative record, two or more teachers familiar with the child should rate him. The time for evaluating is very flexible. Under any ordinary condition, following a reasonable practice period, the teacher and class may rate themselves.

The most important aspect of character is motive. The child's reason for acquiring a certain habit or attitude, and the method used by the adult to induce him to acquire it, are fundamentally of greater importance than the acquirement of the habit or attitude itself. Adults should frequently check on the motives and reason for the child's action, and the methods adults use to secure these results.

Rewards are available to all children. The bright and dull can succeed in social competence. Each level of attainment is an incentive for even greater achievement. Unselfish and intelligent service to the group should receive the highest rewards.

Recommendations

In view of some facts secured as a result of this study, the following recommendations are made:

1. There should be a continuous program of in-service training of teachers to develop better philosophy and practices in school for citizenship.

2. Every available means should be employed to educate parents to see the necessity for their cooperation in the development of their child's personality.

3. The student should understand why a trait is desirable, or a rule is necessary. They should constantly help make, and abide by, regulations for the good of the group.

4. The teacher should first work with his own group in citizenship. There they plan, share, and discover the qualities needed for better group living.

5. The class (the teacher included) should frequently set up goals in citizenship. From time to time they should devise new rating scales. These should always be simple and easily understood. A class record should be kept. This program must be the child's program. He identifies himself with it through cooperative planning, sharing ideas, setting up goals, striving to attain them, and evaluating his attainment by frequent self-rating.

6. This program should be adjusted to the needs of the individual child and school.

7. The reports to parents should include a rating on traits the class has selected. The child should help to make his report for home. It should include his activities in school and his special achievements.

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